

Fifth Grade ESL

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Beginner:

Listening

5.L.1 Show an understanding of everyday vocabulary in social and classroom settings

5.L.2 Show an understanding of cause and effect

5.L.3 Respond to literal or inferential oral questions from teachers and others

5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.

5.L.5 Demonstrate an understanding of sequences

5.L.6 Demonstrate understanding of various literary types and figurative language

Speaking

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

5.S.2 Pronounce and read multi-syllabic words

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

5.S.4 Ask and respond to questions from teachers and others

Reading

5.R.1 Demonstrate an understanding of basic print concepts

5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills

5.R.3 Identify high-frequency sight words and read aloud short sentences

5.R.4 Demonstrate an understanding of antonyms and synonyms

5. R. 5 Show knowledge of the meaning of common affixes and root words.
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- 5.R.7 Determine the answer to a literal or simple inference question from a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts
- 5.R. 13 Identify cause and effect in a reading passage
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- 5.R.17 Demonstrate an understanding of details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- 5.R.20 Use and discern appropriate reference sources

Writing

- 5.W.1 The student will develop the structural skills of the writing process .
- 5.W.2 Write and use correct forms of verbs
- 5.W.3 Use correct form of subject-verb agreement

- 5.W.4 Write and use nouns correctly
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing
- 5.W.6 Demonstrate an understanding of pronouns in writing
- 5.W.7 Demonstrate an understanding of adjectives
- 5.W.8 Demonstrate an understanding of adverbs
- 5.W.9 Use quotations appropriately in writing
- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W. 14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
 - a. Show understanding of beginner level vocabulary. (example: objects in the classroom, adjectives)
 - b Show recognition of subject and verb
 - c Physically respond to simple verbal directions
 - d Show an understanding of greetings

- 5.L.2 Show an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others.
 - a. N/A
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas
 - a. Recognize basic content terms. (e.g. Shapes, function words for symbols in math, simple map symbols in S.S., animals)
- 5.L.5 Demonstrate an understanding of sequences.
 - a. N/A
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
 - a. N/A

Speaking Accomplishments

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
 - a. Understandably pronounce words from the survival vocabulary
 - b. Begin to pronounce the –s endings of plural nouns from basic vocabulary
 - c. Begin to pronounce the –ed endings of familiar regular past tense verbs from basic vocabulary
- 5.S.2 Pronounce and read multi-syllabic words.
 - a. Sound out and blend familiar words that have two or more sounds
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
 - a. Make one word responses
 - b. Show knowledge of tense
 - c. Demonstrate knowledge of count nouns
 - d Show prepositions of place and positions physically and state the preposition
 - e In simple acceptable English, provide minimal personal information (example – name, age)
 - f. Demonstrate sequencing with pictures.
 - g. N/A
 - h. Begin to use the following language functions to communicate effectively in grade-appropriate settings: asking permission
 - i. Introduce comparisons
- 5.S.4 Ask and respond to questions from teachers and others.
 - a. Begin to ask simple questions to provide information or express needs

Reading Accomplishments

5.R.1 Demonstrate an understanding of basic print concepts.

- a. Begin to identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- c. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Begin to recognize and name all uppercase and lowercase letters of the alphabet.
- e. Begin to identify letters, printed words, and printed sentences.

5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills.

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (the, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- d. Orally blend written words that have three or more phonemes
- e. Orally segment single-syllable words
- f. Identify pairs of single-syllable words that rhyme

5.R.3 Identify high-frequency sight words and read aloud short sentences.

- a. Identify high-frequency grade level appropriate vocabulary

5.R.4 Demonstrate an understanding of antonyms and synonyms

- a. N/A

5. R. 5 Show knowledge of the meaning of common affixes and root words.

- a. N/A

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

- a. N/A

5.R.7 Determine the answer to a literal or simple inference question from a passage.

- a. N/A

5.R.8 Determine the antecedent of a personal pronoun and noun phrase

- a. Demonstrate understanding of gender and number of personal pronouns

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

a. N/A

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

a. N/A

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

a. N/A

5.R.12 Demonstrate an understanding of comparisons and contrasts.

a. N/A

5.R.13 Identify cause and effect in a reading passage.

a. N/A

5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

a. N/A

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

a. N/A

5.R.16 Use context clues to learn about characters in a story

a. Begin to identify the main character in a story.

b. Begin to infer a character's feelings at different points in a story.

5.R.17 Demonstrate an understanding of details in a story.

a. Begin to identify details in a story.

5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

a. N/A

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

a. N/A

5.R.20 Use and discern appropriate reference sources.

Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process.
- 5.W.2 Write and use correct forms of verbs.
a. N/A
- 5.W.3 Use correct form of subject-verb agreement.
a. N/A
- 5.W.4 Write and use nouns correctly.
a. N/A
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing.
a. N/A
- 5.W.6 Demonstrate an understanding of pronouns in writing.
a. N/A
- 5.W.7 Demonstrate an understanding of adjectives.
a. N/A
- 5.W.8 Demonstrate an understanding of adverbs.
a. N/A
- 5.W.9 Use quotations appropriately in writing.
a. N/A
- 5.W.10 Use coordinating conjunctions correctly.
a. N/A
- 5.W.11 Use phonetic strategies to spell words correctly.
a. Write common letter(s) for phonemes.
- 5.W.12 Use punctuation correctly in writing.
a. N/A
- 5.W.13 Use capitalization correctly in writing.
a. Capitalize the first word in a sentence
b. Capitalize first and last names and titles used with names (example – Aunt Betty).
- 5.W.14 Demonstrate an understanding of editing skills.
a. N/A
- 5.W.15 Demonstrate an ability to write sentences correctly.
a. N/A
- 5.W.16 Demonstrate an understanding of note taking skills

a. N/A

5.W.17 Identify and correct run-on sentences and sentence fragments.

a. N/A

5.W.18 Demonstrate an understanding of writing different types of paragraphs.

a. N/A

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Beginner:

Listening

5.L.1 Show an understanding of everyday vocabulary in social and classroom settings

5.L.2 Show an understanding of cause and effect

5.L.3 Respond to literal or inferential oral questions from teachers and others

5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.

5.L.5 Demonstrate an understanding of sequences

5.L.6 Demonstrate understanding of various literary types and figurative language

Speaking

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

5.S.2 Pronounce and read multi-syllabic words

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

5.S.4 Ask and respond to questions from teachers and others

Reading

5.R.1 Demonstrate an understanding of basic print concepts

5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills

5.R.3 Identify high-frequency sight words and read aloud short sentences

5.R.4 Demonstrate an understanding of antonyms and synonyms

5. R. 5 Show knowledge of the meaning of common affixes and root words.

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

5.R.7 Determine the answer to a literal or simple inference question from a passage

5.R.8 Determine the antecedent of a personal pronoun and noun phrase

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

- 5.R.12 Demonstrate an understanding of comparisons and contrasts
- 5.R. 13 Identify cause and effect in a reading passage
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- 5.R.17 Demonstrate an understanding of details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
5. R. 20 Use and discern appropriate reference sources

Writing

- 5.W.1 The student will develop the structural skills of the writing process .
- 5.W.2 Write and use correct forms of verbs
- 5.W.3 Use correct form of subject-verb agreement
- 5.W.4 Write and use nouns correctly
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing
- 5.W.6 Demonstrate an understanding of pronouns in writing
- 5.W.7 Demonstrate an understanding of adjectives
- 5.W.8 Demonstrate an understanding of adverbs
- 5.W.9 Use quotations appropriately in writing
- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing

- 5.W.13 Use capitalization correctly in writing
- 5.W. 14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
 - a. Show understanding of high beginner level vocabulary. (example: singular and plural nouns, comparatives, prepositions in the classroom)
 - b. Show recognition of subject, verb and objects
 - c. Physically respond to more complex verbal directions
 - d. Show an understanding of requests
- 5.L.2 Show an understanding of cause and effect.
 - a. Recognize cause.
- 5.L.3 Respond to literal or inferential oral questions from teachers and others.
 - a. Begin to physically respond to literal questions
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
 - a. Recognize basic content terms (e.g. Shapes, function words for symbols in math, simple map symbols, oceans and continents in S.S., vertebrates)
- 5.L.5 Demonstrate an understanding of sequences.
 - a. N/A
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
 - a. Begin to show recognition of fiction

Speaking Accomplishments

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Understandably pronounce words from basic vocabulary (example – colors, shapes, ordinals)
- b. Continue to pronounce the –s endings of plural nouns from basic vocabulary
- c. Continue to pronounce the –ed endings of familiar regular past tense verbs from basic vocabulary

5.S.2 Pronounce and read multi-syllabic words.

- a. Begin to use knowledge of vowel digraphs and r-controlled letter-sound associations to read words orally (e.g., sound out: boat, speed, for, far, fir, fur, her).
- b. Sound out and blend familiar words that have three or more phonemes

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

- a. Begin to show an understanding of simple action verbs
- b. Begin to show an understanding of peer-used slang and idiomatic expressions
- c. Make phrases
- d. Show ability to recognize present tense verbs (example – I am working.
- e. Introduce modal auxiliary and idioms
- f. Use quantifiers with plural nouns
- g. Point to a given picture illustrating a preposition of place and/or position and state or repeat the preposition illustrated.
- h. Provide more complex personal information (parents name, birth date, phone number)
- i. Begin to show understanding of sequencing by ordering pictures illustrating a simple story or sentence using first, second, etc.
- j. Begin to match pictures of very familiar objects with pictures of the way they are used and name the object
- k. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification
- l. Express an opinion about a grade-level issue (example – Do you like 5th grade girls?)
- m. Compare two types of animals

5.S.4 Ask and respond to questions from teachers and others

- a. Ask more complex questions to provide information or express needs.

Reading Accomplishments

5.R.1 Demonstrate an understanding of basic print concepts.

- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Recognize and name all uppercase and lowercase letters of the alphabet.

- e. Identify letters, printed words, and printed sentences.
- 5.R.2 Demonstrate an understanding of phonetic elements and decoding skills
- a. Distinguish long- and short- vowel sounds in orally stated multi-syllable words
 - b. Orally segment multi-syllabic words.
 - c. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
 - d. Read words that have three or more phonemes and words that are multi-syllabic
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- a. Begin to read aloud short sentences from familiar words.
 - b. Begin to read aloud short sentences.
 - c. Read aloud sentences made up of words from a sight words list.
- 5.R.4 Demonstrate an understanding of antonyms and synonyms
- a. Begin to identify antonyms of grade-level words.
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge of the relationship between opposites that are formed by adding the following prefixes to the beginning of words:
 - in- inefficient
 - im- impossible
 - ill- illiterate
 - ir- irregular
 - de- decrease
 - b. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness)
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- a. Begin to determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep incline, steep prices).
 - b. Identify homographs and homophones
- 5.R.7 Determine the answer to a literal or simple inference question from a passage.
- a. N/A
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- a. Begin to identify personal pronouns with review of gender and number
 - b. Begin to determine the antecedent reference of a noun.
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- a. Recognize basic sequence
 - b. Begin to identify organizational patterns in a reading selection

- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- Begin to identify the main idea or main topic when it is explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- Begin to identify the best summary.
 - Begin to identify the important details that support a main idea.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts.
- Recognize comparisons in reading
- 5.R.13 Identify cause and effect in a reading passage.
- Recognize cause in a reading passage.
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- Begin to recognize narrative and descriptive writing
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- N/A
- 5.R.16 Use context clues to learn about characters in a story
- Identify the main character in a story.
 - Infer a character's feelings at different points in a story.
 - Begin to identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 5.R.17 Demonstrate an understanding of details in a story.
- Identify the important details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- Differentiate between character and setting
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- Recognize and label charts, maps, graphs, and diagrams.
- 5.R.20 Use and discern appropriate reference sources.
- Identify a dictionary and encyclopedia, magazines, and newspapers.

Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process .

- a. Print in upper- and lower-case.
 - b. Write dictated words and sentences.
- 5.W.2 Write and use correct forms of verbs
 - a. Use present verb tense
 - b. Use past verbs
 - c. Express understanding of gerunds
- 5.W.3 Use correct form of subject-verb agreement.
 - a. N/A
- 5.W.4 Write and use nouns correctly
 - a. Identify direct objects and objects of the prepositions
 - b. Form possessive nouns correctly (e.g., Bill's coat).
 - c. Begin to write the correct form of irregular count plural nouns (e.g., child/children)
- 5.W.5 Demonstrate knowledge of articles used correctly in writing.
 - a. Use indefinite articles "a" and "an" correctly with count nouns
- 5.W.6 Demonstrate an understanding of pronouns in writing.
 - a. Introduce demonstrative pronouns
 - b. Introduce the interrogative pronouns who, what, where, why, when, how, and whose
- 5.W.7 Demonstrate an understanding of adjectives
 - a. Begin to use common regular comparative and superlative forms of adjectives
 - b. Use possessive adjectives/pronouns
- 5.W.8 Demonstrate an understanding of adverbs.
 - a. N/A
- 5.W.9 Use quotations appropriately in writing.
 - a. N/A
- 5.W.10 Use coordinating conjunctions correctly.
 - a. N/A
- 5.W.11 Use phonetic strategies to spell words correctly
 - a. Write common letter(s) for phonemes
 - b. Spell high-frequency words that are phonemically regular and introduce spelling rules (I before e except after c, etc.)
 - c. Spell common contractions
- 5.W.12 Use punctuation correctly in writing
 - a. Use periods at the ends of sentences.

- 5.W.13 Use capitalization correctly in writing
- Capitalize the first word in a sentence
 - Capitalize days of the week, months of the year
 - Capitalize all salutations and closings.
- 5.W.14 Demonstrate an understanding of editing skills.
- N/A
- 5.W.15 Demonstrate an ability to write sentences correctly
- Begin to write simple original sentence (subject, verb)
 - Review negatives
- 5.W.16 Demonstrate an understanding of note taking skills
- Introduce taking notes and making outlines.
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- N/A
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs
- Begin to write a brief descriptive paragraph with a topic sentence and two or three supporting details.
 - Introduce letter writing techniques with proper punctuation

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- Function Words (add, subtract, multiply, and divide)
- Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- Patterns
- Sorting

Geometry

- Shapes
- Positions & Directions

Measurement

- Time
- Calendar
- Money
- Height & Weight
- Temperature
- Metric

Data Analysis

- Graphs

- b. Charts
- c. Parts of a Table

Intermediate:

Listening

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
- 5.L.2 Show an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
- 5.L.5 Demonstrate an understanding of sequences
- 5.L.6 Demonstrate understanding of various literary types and figurative language

Speaking

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 5.S.2 Pronounce and read multi-syllabic words
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
- 5.S.4 Ask and respond to questions from teachers and others

Reading

- 5.R.1 Demonstrate an understanding of basic print concepts
- 5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- 5.R.4 Demonstrate an understanding of antonyms and synonyms
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

- 5.R.7 Determine the answer to a literal or simple inference question from a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts
- 5.R. 13 Identify cause and effect in a reading passage
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- 5.R.17 Demonstrate an understanding of details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- 5.R.20 Use and discern appropriate reference sources

Writing

- 5.W.1 The student will develop the structural skills of the writing process .
- 5.W.2 Write and use correct forms of verbs
- 5.W.3 Use correct form of subject-verb agreement
- 5.W.4 Write and use nouns correctly

- 5.W.5 Demonstrate a knowledge of articles used correctly in writing
- 5.W.6 Demonstrate an understanding of pronouns in writing
- 5.W.7 Demonstrate an understanding of adjectives
- 5.W.8 Demonstrate an understanding of adverbs
- 5.W.9 Use quotations appropriately in writing
- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W. 14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
 - a. Show understanding of intermediate vocabulary (example: irregular nouns and action verbs, superlatives, prepositions in pictures)
 - b. Show recognition of past, present, and future verbs
 - c. Begin to demonstrate an understanding of complex verbal directions
 - d. Show an understanding with offers of help

- 5.L.2 Show an understanding of cause and effect.
 - a. Recognize effect.
- 5.L.3 Respond to literal or inferential oral questions from teachers and others
 - a. Physically respond to literal questions
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
 - a. Recognize processes and vocabulary associated with processes (e.g. regrouping, map keys, directions, latitude and longitude, habitats)
- 5.L.5 Demonstrate an understanding of sequence.
 - a. Demonstrate recognition of basic sequence
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
 - a. Begin to demonstrate recognition of poetry terminology
 - b. Begin to show recognition of narratives
 - c. Show understanding of simple personification

Speaking Accomplishments

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
 - a. Understandably pronounce words from an expanded basic vocabulary
 - b. Pronounce the –s endings of plural nouns from basic content vocabulary
 - c. Pronounce the –ed endings of regular past tense verbs from basic vocabulary
 - d. Begin to read grade-level material aloud for fluency, with acceptable pronunciation and intonation.
- 5.S.2 Pronounce and read multi-syllabic words.
 - a. Continue to use knowledge of vowel digraphs and r-controlled letter-sound associations to read words orally (e.g., sound out: boat, speed, for, far, fir, fur, her).
 - b. Sound out and blend words that have three or more phonemes
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
 - a. Begin to show knowledge of the use of simple comparative and superlative adjectives from basic vocabulary
 - b. Continue to show an understanding of content area action verbs
 - c. Continue to show an understanding of peer-used slang and idiomatic expressions
 - d. Make understandable phrases
 - e. Show ability to state the past tense form of a present tense verb.
 - f. Show knowledge of a modal auxiliary and idioms
 - g. Use verbs + not in appropriate situations (example – I can not do that.)
 - h. Use quantifiers with irregular plural nouns
 - i. Begin to show an ability to use spatial prepositions.

- j. Provide more personal information with expanded vocabulary (address and directions, etc.)
 - k. For a sequence of pictures, begin to tell what the pictures are illustrating simple English
 - l. Continue to match pictures of less familiar objects with pictures of the way they are used and name the object and use
 - m. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification, expressing needs and wants
 - n. Express a personal preference (example- What movie do you like?)
 - o. Express an opinion about a grade-level issue and give one reason to support it
 - p. Explain one or two steps involved in completing a short-grade appropriately in chronological order.
 - q. Respond to questions from teachers and others. Begin to ask and respond to simple questions intended to provide information.
- 5.S.4 Ask and respond to questions from teachers and others
- a. Begin to ask and respond to simple questions intended to provide information.

Reading Accomplishments

- 5.R.1 Demonstrate an understanding of basic print concepts
- a. N/A
- 5.R.2 Demonstrate an understanding of phonetic elements and decoding skills
- a. N/A
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- a. Read aloud short sentences made up of familiar words (e.g., read aloud, “The girl is sitting on a short chair.”)
 - b. Read aloud short sentences that are statements, questions, and exclamations with natural intonation (e.g., rising pitch at ends of questions).
 - c. Read aloud short passages made up of words from a Sight Words List.
- 5.R.4 Demonstrate an understanding of antonyms and synonyms.
- a. Identify antonyms of grade-level words.
 - b. Continue to identify synonyms of grade-level words.
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge that common prefixes such as “un-”, “non-” and “dis-” are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
 - b. Show knowledge of the relationship between:
 - adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness);
 - verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
 - c. Identify the root word of words with one or more prefixes.

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

- a. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep, incline, steep prices).
- b. Begin to determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- c. Begin to determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- d. Begin to demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- e. Begin to demonstrate an understanding of compound words and contractions.

5.R.7 Determine the answer to a literal or simple inference question from a passage.

- a. Begin to determine the answer to a literal inference question regarding the meaning of a passage.

5.R.8 Determine the antecedent of a personal pronoun and noun phrase.

- a. Continue reviewing personal pronouns with review of gender and number
- b. Make a list of nouns and their possible antecedents

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

- a. Begin to recognize basic sequence from a paragraph
- b. Begin to identify description, definition, and summary patterns in a reading selection

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

- a. Begin to identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

- a. Begin to identify informative reading passages.
- b. Begin to identify the details that support a summary statement.

5.R.12 Demonstrate an understanding of comparisons and contrasts.

- a. Recognize contrasts in reading

5.R.13 Identify cause and effect in a reading passage

- a. Recognize effect in a reading passage.

5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. Begin to recognize expository and review narrative and descriptive writing

- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- a. Practice drawing conclusions and distinguishing between fact and opinion, and making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- a. Begin to identify all other important characters in a story
 - b. Begin to infer characters' feelings about themselves or their surroundings at different points in a story.
 - c. Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 5.R.17 Demonstrate an understanding of details in a story.
- a. Begin to identify the most important details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- a. Differentiate between plot and theme
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- a. Find and interpret information in grade-appropriate graphic material such as maps and charts.
- 5.R.20 Use and discern appropriate reference sources.
- a. Identify a dictionary and encyclopedia, magazines, and newspapers, and electronic catalogs

Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process .
- a. Write cursive letters in upper- and lower-case.
 - b. Write dictated words and sentences.
- 5.W.2 Write and use correct forms of verbs
- a. Begin to write the correct form of appropriate regular verbs
 - b. Write the correct form of common separable phrasal verbs.
 - c. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
 - d. Use present perfect verb forms.
 - e. Use past verbs
 - f. Express understanding of infinitives
- 5.W.3 Use correct form of subject-verb agreement.
- a. Begin to write the correct form of subject-verb agreement with count nouns and with intervening words.

5.W.4 Write and use nouns correctly

- a. Use nouns as direct objects.
- b. Form possessive nouns correctly (e.g., Bill's coat).
- c. Write the correct form of irregular count plural nouns (e.g., child/children).

5.W.5 Demonstrate a knowledge of articles used correctly in writing.

- a. Use indefinite articles "a" and "an" correctly with non-count nouns.

5.W.6 Demonstrate an understanding of pronouns in writing

- a. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives
- b. Begin to use demonstrative pronouns appropriately (e.g., "These are apples").
- c. Begin to use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
- d. Organize indefinite pronouns and their appropriate verb into a chart/graphic organizer

5.W.7 Demonstrate an understanding of adjectives

- a. Begin to use common irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- b. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
- c. Begin to use adjective + preposition and verb + preposition combinations,

5.W.8 Demonstrate an understanding of adverbs.

- a. Review adverb and adverb phrases.

5.W.9 Use quotations appropriately in writing.

- a. N/A

5.W.10 Use coordinating conjunctions correctly.

- a. Use conjunctions and purpose

5.W.11 Use phonetic strategies to spell words correctly.

- a. Spell high-frequency grade-level words that are largely regular in context.
- b. Begin to spell high-frequency grade level words that are largely irregular in context.
- c. Spell common contractions
- d. Spell words that involve these rules for conjoining morphemes: Dropping a final e, doubling a final consonant, changing y to I, and adding s or es (e.g., hop + ing = hopping, study + ed = studied, serve + ice = service, bunch + es = bunches).
- e. Introduce words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action).

5.W.12 Use punctuation correctly in writing

- a. Use periods at the ends of sentences.
- b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- c. Use question marks at the ends of questions.

- d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- e. Use commas in addresses.
- f. Use commas after introductory "yes" or "no."
- g. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- h. Begin to use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
- i. Identify misplaced commas, based on rules taught with date(example – July 4, 1776)
- j. Begin to use apostrophes in contractions.
- k. Use apostrophes to show possession for singular nouns.
- l. Use quotation marks in direct quotations with attributive text at the beginning. (e.g., Juanita said, "Take care of the cat.")
- m. Begin to use commas in direct quotations at the levels and situations described for direct quotations

5.W.13 Use capitalization correctly in writing

- a. Capitalize the first word in a sentence
- b. Capitalize months of the year, cities, states, countries, mountains, rivers and lakes
- c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- d. Begin to underline titles of books and capitalize important words in title
- e. Capitalize all salutations and closings.
- f. Begin to capitalize beginning of direct quotations.
- g. To begin to discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")

5.W.14 Demonstrate an understanding of editing skills.

- a. Begin to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling appropriate to grade level

5.W.15 Demonstrate an ability to write sentences correctly

- a. Begin to write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- b. Begin to write sentences compounded with "and" and "but."
- c. Begin to formulate simple negative sentences without double negatives.
- d. Begin to formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")

5.W.16 Demonstrate an understanding of note taking skills

- a. Take notes and make an outline based on notes.

5.W.17 Identify and correct run-on sentences and sentence fragments.

- a. Begin to identify and correct run-on sentences and sentence fragments.

- 5.W.18 Demonstrate an understanding of writing different types of paragraphs
- Write a descriptive paragraph with a topic sentence and three or more supporting ideas.
 - Write a narrative paragraph that discusses chronologically events that took place in the past.
 - Begin to write a narrative paragraph describing a personal experience.
 - Begin to write a persuasive letter that takes a position on a school issue.
 - Begin to continue to determine the most effective order of sentences in a paragraph.
 - Begin to determine where paragraph breaks should occur.
 - Begin to choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
 - Begin to eliminate a redundant or unnecessary sentence from

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- Function Words (add, subtract, multiply, and divide)
- Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- Patterns
- Sorting

Geometry

- Shapes
- Positions & Directions

Measurement

- Time
- Calendar
- Money
- Height & Weight
- Temperature
- Metric

Data Analysis

- Graphs
- Charts
- Parts of a Table

High Intermediate:

Listening

5.L.1 Show an understanding of everyday vocabulary in social and classroom settings

5.L.2 Show an understanding of cause and effect

5.L.3 Respond to literal or inferential oral questions from teachers and others

5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.

5.L.5 Demonstrate an understanding of sequences

5.L.6 Demonstrate understanding of various literary types and figurative language

Speaking

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

5.S.2 Pronounce and read multi-syllabic words

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

5.S.4 Ask and respond to questions from teachers and others

Reading

5.R.1 Demonstrate an understanding of basic print concepts

5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills

5.R.3 Identify high-frequency sight words and read aloud short sentences

5.R.4 Demonstrate an understanding of antonyms and synonyms

5.R.5 Show knowledge of the meaning of common affixes and root words.

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

5.R.7 Determine the answer to a literal or simple inference question from a passage

5.R.8 Determine the antecedent of a personal pronoun and noun phrase

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

5.R.12 Demonstrate an understanding of comparisons and contrasts

5.R.13 Identify cause and effect in a reading passage

5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

5.R.16 Use context clues to learn about characters in a story

5.R.17 Demonstrate an understanding of details in a story.

5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

5.R.20 Use and discern appropriate reference sources

Writing

5.W.1 The student will develop the structural skills of the writing process .

5.W.2 Write and use correct forms of verbs

5.W.3 Use correct form of subject-verb agreement

5.W.4 Write and use nouns correctly

5.W.5 Demonstrate a knowledge of articles used correctly in writing

5.W.6 Demonstrate an understanding of pronouns in writing

5.W.7 Demonstrate an understanding of adjectives

5.W.8 Demonstrate an understanding of adverbs

5.W.9 Use quotations appropriately in writing

5.W.10 Use coordinating conjunctions correctly

- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W. 14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
 - a. Demonstrate understanding of high intermediate vocabulary (examples: singular and plural, regular and irregular nouns and action verbs, comparative and superlative adjectives, spatial preposition)
 - b. Show recognition of simple statements (SVO, SV, past, present, or future) made of words, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle)
 - c. Demonstrate an understanding of complex verbal directions pertaining to two identifying criteria (e.g., given the adjectives “tall” and “striped,” discriminate a tall boy with a striped shirt from other similar illustrations)
 - d. Show an understanding of language functions (e.g., greetings, requests, offers of help, apologies)
- 5.L.2 Show an understanding of cause and effect.
 - a. Begin to demonstrate an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others.
 - a. Begin to physically respond to literal or inferential oral questions.
 - b. Show understanding of simple implied questions
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.

- a. Recognize processes associated with concepts. (e.g. key terms in words problems, types of maps, food chains)

5.L.5 Demonstrate an understanding of sequences.

- a. Demonstrate recognition of basic sequence from paragraph

5.L.6 Demonstrate understanding of various literary types and figurative language.

- a. Demonstrate recognition of basic poetry forms
- b. Show recognition of fiction/narratives in association with literary devices
- c. Show understanding of simple metaphors

Speaking Accomplishments

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Begin to understandably pronounce words from the content grade-level vocabulary
- b. Pronounce the –s endings of plural nouns from high-intermediate vocabulary
- c. Pronounce the –ed endings of regular past tense verbs from basic vocabulary
- d. Continue to read grade-level material aloud for fluency, with acceptable pronunciation and intonation.

5.S.2 Pronounce and read multi-syllabic words

- a. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words orally (e.g., sound out: boat, speed, for, far, fir, fur, her).
- b. Sound out and blend words that have three or more phonemes

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions.

- a. Continue to show knowledge of the use of comparative and superlative adjectives from content area vocabulary
- b. Continue to show an understanding of expanded content area action verbs
- c. Use common/simple slang and idiomatic expressions appropriately
- d. Make simple sentences.
- e. Show ability to use simple present and simple past tense of verbs correctly (e.g., use the correct form to identify a past or present action, such as a picture of a boy who was eating vs. a picture of a boy who is eating).
- f. Begin to make sentences with modal auxiliaries and related idioms.
- g. Use contractions made with “not” to negate a statement.
- h. Begin to use quantifiers with count nouns
- i. Show an ability to use spatial prepositions (e.g., give a complete sentence answer to questions about the positions of objects, such as: Where is the book? The book is on the table).
- j. Provide detailed personal information with expanded vocabulary (place of birth, parents' workplace, etc.)

- k. For a sequence of pictures, begin to explain in complete sentences what the pictures are illustrating
- m. Begin to use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification, expressing needs and wants, making and accepting apologies
- n. Express a personal preference in detail (example – I like the movie, Scooby Doo.)
- o. Express an opinion about a grade-level issue and give two reasons to support it.
- p. Explain a few steps involved in completing a short grade-appropriate activity.
- q. Compare two types of places.

5.S.4 Ask and respond to questions from teachers and others

- a. Ask and respond to questions intended to provide information.

Reading Accomplishments

5.R.1 Demonstrate an understanding of basic print concepts

- a. N/A

5.R.2 Demonstrate an understanding of phonetic elements and decoding skills

- a. N/A

5.R.3 Identify high-frequency sight words and read aloud short sentences

- a. Read aloud short sentences that are statements, questions, and exclamations with natural intonation (e.g., rising pitch at ends of questions) and identify if a sentence is a statement, question, or exclamation
- b. Read aloud short passages made up of words from a Sight Words List.

5.R.4 Demonstrate an understanding of antonyms and synonyms.

- a. Identify antonyms of grade-level words.

5.R.5 Show knowledge of the meaning of common affixes and root words.

- a. Begin to infer the meaning of a word using knowledge of prefix meaning (e.g., interstate, ambidextrous).
- b. Show knowledge of the relationship between:
 - adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness);
 - verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
 - verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- c. Identify the root word of words with one or more suffixes

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc).

- a. Begin to determine the meaning of a word with multiple meanings that best fits in a given context.

- b. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
 - c. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
 - d. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
 - e. Begin to demonstrate an understanding of compound words and contractions.
- 5.R.7 Determine the answer to a literal or simple inference question from a passage.
 - a. Determine the answer to a literal question, and begin to determine the answer to a simple inference question regarding the meaning of a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase.
 - a. Begin to identify demonstrative pronouns
 - b. Begin to determine the antecedent reference of a noun phrase.
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
 - a. Recognize basic sequence or processes from a paragraph
 - b. Begin to identify comparison and contrast and persuasion in a reading selection
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
 - a. Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
 - a. Begin to identify the best summary of an informative reading selection.
 - b. Begin to identify the important details that support a main idea or summary statement.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts
 - a. Begin to demonstrate an understanding of comparison and contrasts
- 5.R.13 Identify cause and effect in a reading passage.
 - a. Begin to demonstrate an understanding of cause and effect in a reading passage.
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
 - a. Begin to recognize persuasive and show understanding of narrative, descriptive, and expository writing
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

- a. Distinguish between fact and opinion, draw conclusions, and begin to make predictions.
- 5.R.16 Use context clues to learn about characters in a story
 - a. Identify the main character and all other important characters in a story
 - a. Infer characters' feelings about themselves or their surroundings at different points in a story.
 - b. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- 5.R.17 Demonstrate an understanding of details in a story.
 - a. Identify the most important details in a story.
- 5. R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
 - a. Differentiate between point of view, flashback, and resolution
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
 - a. Find and interpret information in grade-appropriate graphic material such as graphs and diagrams.
- 5.R20 Use and discern appropriate reference sources
 - a. Identify a dictionary and encyclopedia, magazines, and newspapers, electronic catalogs, thesaurus, and atlas.

Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process .
 - a. Write cursive letters in upper- and lower-case
 - b. Write dictated words and sentences.
- 5.W.2 Write and use correct forms of verbs
 - a. Write the correct form of appropriate grade-level regular, and begin to write the correct form of irregular verbs.
 - b. Write the correct form of common inseparable phrasal verbs.
 - c. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
 - d. Use present perfect verb forms.
 - e. Use past progressive verbs
 - f. Begin to write verb forms with non-verb functions (e.g., infinitives and gerunds).
- 5.W.3 Use correct form of subject-verb agreement.
 - a. Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words
- 5.W.4 Write and use nouns correctly.

- a. Use nouns as objects of prepositions
 - b. Form possessive nouns correctly (e.g., Bill's coat).
 - c. Write the correct form of irregular count plural nouns (e.g., child/children).
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing.
- a. Use indefinite articles "a" and "an" correctly with count and non-count nouns.
- 5.W.6 Demonstrate an understanding of pronouns in writing.
- a. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
 - b. Use demonstrative pronouns appropriately (e.g., "These are apples").
 - c. Continue to use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
 - d. Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.
- 5.W.7 Demonstrate an understanding of adjectives
- a. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
 - b. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
 - c. Continue to use adjective + preposition and verb + preposition combinations
- 5.W.8 Demonstrate an understanding of adverbs.
- a. Begin to use adverbs and adverb phrases in all appropriate sentence positions.
- 5.W.9 Use quotations appropriately in writing.
- a. Begin to discriminate direct quotations from indirect quotations (e.g., Martha said, "I have a headache"; Martha said that she has a headache.)
- 5.W.10 Use coordinating conjunctions correctly.
- a. Use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").
- 5.W.11 Use phonetic strategies to spell words correctly.
- a. Spell high-frequency grade level words that are largely regular in context.
 - b. Spell high-frequency content grade level words that are largely irregular in context.
 - c. Spell common contractions
 - d. Spell words that involve any rules for conjoining morphemes.
 - e. Spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
 - f. Spell high-frequency grade level words with non-English spellings (e.g., bouquet).
- 5.W.12 Use punctuation correctly in writing.
- a. Use periods at the ends of sentences.

- b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- c. Use question marks at the ends of questions.
- d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- e. Use commas in addresses.
- f. Use commas after introductory "yes" or "no."
- g. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some washable glue, and a long ruler.).
- h. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
- i. Begin to use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
- j. Begin to use commas to set off independent modifiers (e.g., "You can bet your last dollar, if you're confident, that Victor will be on time.")
- k. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
- l. Identify misplaced commas, based on rules taught with date(example – July 4, 1776)
- m. Use apostrophes in contractions.
- n. Use apostrophes to show possession for plural nouns
- o. Use quotation marks in direct quotations with attributive text at the end (e.g., , "Take care of the cat, "Juanita said.)
- p. Begin to use quotation marks in direct quotations with attributive text in the middle (e.g., "Take care of the cat," Juanita said, "and the fish, too.")
- q. Use commas in direct quotations at the levels and situations described for direct quotations.

5.W.3 Use capitalization correctly in writing

- a. Capitalize first and last names, titles used with names (Aunt Betty), days of the week, months of the year, names of cities, states, countries, mountains, rivers, and lakes)
- b. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- c. Begin to underline titles of books and capitalize important words in title
- d. Capitalize all salutations and closings.
- e. Capitalize beginning of direct quotations.
- f. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")

5.W.14 Demonstrate an understanding of editing skills.

- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling appropriate to grade level

5.W.15 Demonstrate an ability to write sentences correctly

- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- b. To continue practice writing sentences compounded with "and" and "but."
- c. Formulate negative sentences without double negatives.

d. Formulate simple negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).

5.W.16 Demonstrate an understanding of note taking skills.

a. Continue to take notes and make outlines based on notes; begin formulating questions from a given text, and developing a word/phrase dictionary to enhance communication.

5.W.17 Identify and correct run-on sentences and sentence fragments.

a. Continue to identify and correct run-on sentences and sentence fragments.

5.W.18 Demonstrate an understanding of writing different types of paragraphs

a. Begin to write a spatially organized paragraph describing a familiar locale.

b. Begin to write a chronologically organized paragraph explaining a process

c. To continue to write a narrative paragraph describing a personal experience.

d. Continue to write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).

e. Continue to determine the most effective order of sentences in a paragraph.

f. Continue to determine where paragraph breaks should occur

g. Continue to choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).

h. Continue to eliminate a redundant or unnecessary sentence from a paragraph.

i. Begin to determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

a. Function Words (add, subtract, multiply, and divide)

b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

a. Patterns

b. Sorting

Geometry

a. Shapes

b. Positions & Directions

Measurement

a. Time

b. Calendar

c. Money

d. Height & Weight

e. Temperature

f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Advance:

Listening

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
- 5.L.2 Show an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
- 5.L.5 Demonstrate an understanding of sequences
- 5.L.6 Demonstrate understanding of various literary types and figurative language

Speaking

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 5.S.2 Pronounce and read multi-syllabic words
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
- 5.S.4 Ask and respond to questions from teachers and others

Reading

- 5.R.1 Demonstrate an understanding of basic print concepts
- 5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- 5.R.4 Demonstrate an understanding of antonyms and synonyms
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

- 5.R.7 Determine the answer to a literal or simple inference question from a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts
- 5.R. 13 Identify cause and effect in a reading passage
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- 5.R.17 Demonstrate an understanding of details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- 5.R.20 Use and discern appropriate reference sources

Writing

- 5.W.1 The student will develop the structural skills of the writing process .
- 5.W.2 Write and use correct forms of verbs
- 5.W.3 Use correct form of subject-verb agreement
- 5.W.4 Write and use nouns correctly
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing

- 5.W.6 Demonstrate an understanding of pronouns in writing
- 5.W.7 Demonstrate an understanding of adjectives
- 5.W.8 Demonstrate an understanding of adverbs
- 5.W.9 Use quotations appropriately in writing
- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W. 14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
 - a. Demonstrate understanding of basic academic, grade-level vocabulary.
 - b. Show recognition of simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle)
 - c. Show an understanding of language functions (e.g., greetings, requests, offers of help, apologies)
- 5.L.2 Show an understanding of cause and effect.

- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”)
- 5.L.3 Respond to literal or inferential oral questions from teachers and others.
 - a. Physically respond to literal or inferential oral questions.
 - b Show understanding of implied questions pertaining to a short paragraph
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
 - a. Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 5.L.5 Demonstrate an understanding of sequences.
 - a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
 - a. Demonstrate literal understanding of short poems.
 - b. Demonstrate literal understanding of short fictional narratives.
 - c. Demonstrate understanding of simple metaphors and personification.

Speaking Accomplishments

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
 - a. Understandably pronounce words from the content grade-level vocabulary
 - b. Pronounce the –s endings of plural nouns from advanced content vocabulary
 - c. Pronounce the –ed endings of regular past tense verbs from basic vocabulary
 - d. Read grade-level material aloud for fluency, with acceptable pronunciation and intonation.
- 5.S.2 Pronounce and read multi-syllabic words.
 - a. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
 - b. Read words that have three or more phonemes and words that are multi-syllabic.
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
 - a. Orally show expanded knowledge of the use of comparative and superlative adjectives
 - b Continue to show an understanding of expanded content area action verbs
 - c. Use slang and idiomatic expressions appropriately
 - d. Make compound sentences.
 - e. Show ability to use the following verb tenses correctly ; present, past, present continuous, present perfect, and present perfect continuous (e.g., Give a complete

sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).

f. Make sentences with modal auxiliaries and related idioms (e.g., had better, would rather, have to).

g. Make statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.

h. Use the correct form of modal auxiliaries can, could, may, might, will, would, should + base form of verbs.

i. Show an ability to use prepositions of time, place and position.

j. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.

k. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification, making and accepting apologies; inviting; making suggestions; expressing needs and wants;

l. Explain a personal preference and give a reason for it.

m. Express an opinion about a grade-level issue and give two or more reasons to support it.

n. Explain several steps involved in completing a common grade-appropriate activity in chronological order.

o. Compare two types of places, people or animals.

5.S.4 Ask and respond to questions from teachers and others

a. Ask and respond to questions intended to provide information on a grade-level school-based topic.

Reading Accomplishments

5.R.1 Demonstrate an understanding of basic print concepts

a. N/A

5.R.2 Demonstrate an understanding of phonetic elements and decoding skills

a. N/A

5.R.3 Identify high-frequency sight words and read aloud short sentences

a. Read aloud short passages with no errors.

5.R.4 Demonstrate an understanding of antonyms and synonyms.

a. Identify antonyms of grade-level words.

b. Identify synonyms of grade-level words.

5.R.5 Show knowledge of the meaning of common affixes and root words.

a. Infer the meaning of a word using knowledge of prefix meaning (e.g., interstate, ambidextrous)

- b. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).
- c. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

- a. Determine the meaning of a word with multiple meanings that best fits in a given context.
- b. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- c. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- d. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- e. Begin to demonstrate an understanding of compound words and contractions.

5.R.7 Determine the answer to a literal or simple inference question from a passage.

- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.

5.R.8 Determine the antecedent of a personal pronoun and noun phrase

- a. Determine the antecedent reference of a personal pronoun
- b. Determine the antecedent reference of a noun or noun phrase. (example: "My friend James left his book on the bus.")

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

- a. Demonstrate understanding of sequences of events and/or processes after reading a short grade-level passage (e.g., determine “what happened second”).
- b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

- a. Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

5. R.11 Identify the best summary of an informative reading selection and identify the important details.

- a. Identify the best summary of an informative reading selection.
- b. Identify the important details that support a main idea or summary statement.

5. R.12 Demonstrate an understanding of comparisons and contrasts.

- a. Demonstrate an understanding of comparisons and contrasts.
5. R. 13 Identify cause and effect in a reading passage.
- a. Demonstrate an understanding of cause and effect in a reading passage, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”)
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- a. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- a. Draw conclusions, distinguish between fact and opinions, and make predictions.
- 5.R.16 Use context clues to learn about characters in a story
- a. Identify the main character and all other important characters in a story.
 - b. Infer characters’ feelings about themselves or their surroundings at different points in a story.
 - c. Identify the main character’s attempts to solve his or her problem in a story (i.e., major plot events).
- 5.R17 Demonstrate an understanding of details in a story.
- a. Identify the most important details in a story.
- 5.R.8 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- a. Tell the difference between the literary elements of plot, character, setting, point of view, flashback, resolution, and theme.
- 5.R19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- a. Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, and diagrams).
- 5.R.20 Use and discern appropriate reference sources.
- a. Discern which resource is needed to locate information needed.

Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process .
- a. Write cursive letters in upper- and lower case
 - b. Write dictated words and sentences.
- 5.W.2 Write and use correct forms of verbs
- a. Write the correct form of appropriate grade-level regular and irregular verbs
 - b. Write the correct form of common separable and inseparable phrasal verbs.

- c. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
 - d. Use present perfect verb forms.
 - e. Use past progressive verbs
 - f. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
- 5.W.3 Use correct form of subject-verb agreement
- a. Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words
- 5.W.4 Write and use nouns correctly.
- a. Use nouns as direct objects and objects of prepositions
 - b. Form possessive nouns correctly (e.g., Bill's coat).
 - c. Write the correct form of irregular count plural nouns (e.g., child/children).
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing.
- a. Use indefinite articles "a" and "an" correctly with count and non-count nouns.
- 5.W.6 Demonstrate an understanding of pronouns in writing.
- a. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
 - b. Use demonstrative pronouns appropriately (e.g., "These are apples").
 - c. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
 - d. Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.
- 5.W.7 Demonstrate an understanding of adjectives
- a. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
 - b. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
 - c. Use adjective + preposition and verb + preposition combinations
- 5.W.8 Demonstrate an understanding of adverbs.
- a. Use adverbs and adverb phrases in all appropriate sentence positions
- 5.W.9 Use quotations appropriately in writing.
- a. Discriminate direct quotations from indirect quotations (e.g., Martha said, "I have a headache"; Martha said that she has a headache.)
- 5.W.10 Use coordinating conjunctions correctly.
- a. Use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").

- 5.W.11 Use phonetic strategies to spell words correctly.
- Spell high-frequency words that are phonemically regular or that have common orthographic patterns in context (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n, pattern of /vv/ at end of a word, such as “have,” spelled v-e).
 - Spell high-frequency content grade level words that are largely irregular.
 - Spell words that involve any rules for conjoining morphemes
 - Spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
 - Spell high-frequency grade level words with non-English spellings (e.g., bouquet).
- 5.W.12 Use punctuation correctly in writing
- Use periods at the ends of sentences.
 - Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
 - Use question marks at the ends of questions.
 - Use exclamation marks with imperatives as appropriate (e.g., Stop!).
 - Use commas in addresses.
 - Use commas after introductory “yes” or “no.”
 - Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some washable glue, and a long ruler.).
 - Use commas joining two independent clauses with “but” or “or” (e.g., “You can stay here, or you can go home.”)
 - Use commas to set off appositives (e.g., “Many of us, the people who pay taxes, oppose this idea.”)
 - Use commas to set off independent modifiers (e.g., “You can bet your last dollar, if you’re confident, that Victor will be on time.”)
 - Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., “After I stopped by my friend’s house, I went straight home.”)
 - Identify misplaced commas, based on rules taught with date(example – July 4, 1776)
 - Use apostrophes in contractions
 - Use apostrophes to show possession for singular and plural nouns
 - Use quotation marks in direct quotations with attributive text at the beginning and end
 - Use quotation marks in direct quotations with attributive text in the middle (e.g., “Take care of the cat,” Juanita said, “and the fish, too.”)
 - Use commas in direct quotations at the levels and situations described for direct quotations
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 - Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
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- f. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")
- 5.W.14 Demonstrate an understanding of editing skills.
 - a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling appropriate to grade level (example - to, too, two, etc).
- 5.W.15 Demonstrate an ability to write sentences correctly
 - a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
 - b. To write sentences compounded with "and" and "but"
 - c. Formulate negative sentences without double negatives.
 - d. Formulate more negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").
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